



Guided reading worksheet

Chapter 16

Issues

Rewrite the following statements so they reflect your own opinion.

1 Spending time on pronunciation in the classroom is largely a waste of time.

.....
.....

2 The most challenging aspect of pronunciation for learners is intonation.

.....
.....

3 The key to successful pronunciation is getting students to listen to good models.

.....
.....

4 Intensive drilling (repetition) is the best way to get students to learn aspects of pronunciation which they find problematic.

.....
.....

5 Students learn pronunciation more effectively if they are first taught the phonemic chart.

.....
.....

Discuss

If you have someone to discuss these issues with, exchange opinions. If their views are different from yours, talk about why this is and find out where you agree and disagree. Look at Chapter 16 again and see how far your opinions and arguments are supported.

Check

1 What three standards of English pronunciation might learners aim for?

1
2
3

2 What is 'sound bingo' and how can it help to teach pronunciation?

.....
.....
.....

3 Describe three techniques to teach specific phonemes.

.....

.....

.....

.....

.....

.....

Evaluate

4 List two main advantages of spending time on teaching pronunciation.

.....

.....

.....

5 What are the main advantages and disadvantages of using phonemic symbols as part of pronunciation teaching?

.....

.....

.....

6 When you are teaching larger classes, what is the benefit of asking each individual student to identify their own specific pronunciation challenges?

.....

.....

.....

Action

7 Students can get a lot of confidence from reading aloud if they have a chance to practise what they are going to read. Ask your students to write a short text (100–150 words) about themselves to read out. They must include in their text at least five words which they find difficult to pronounce.

The students can choose from the following list of topics if they wish.

- My name
- Where I am from
- What I like doing
- What I am good at
- A great place I have visited
- My home town
- My next holiday

When the students have finished writing, give them time to practise reading their texts to themselves, before putting them into groups to practise reading their texts to each other. The other group members should give feedback on the pronunciation, content and any grammar or vocabulary errors. Then the person speaking should re-read their text, including all the feedback. Each student should read their text twice: once before, and once after feedback.

When they have all finished, each group can vote for one student to read out the best story from their group to the whole class.

- 8** Look for short excerpts of famous dialogues or monologues from films which your students know. Work through the excerpts with the students, marking the stress, features of connected speech and intonation used in the original version.

When you have a fully marked-up version of the script, put the students into groups and ask them to practise saying it. They should then nominate a speaker or speakers to represent them in a competition with other groups to find the best 'Hollywood' actor(s) in the class. They read the script in front of the class and the class vote to find the winner(s).

- 1 To sound like a native speaker.
- 2 To be intelligible to native speakers.
- 3 To be intelligible to non-native speakers.
- 4 Teachers create 'bingo' cards with phonemic symbols or with phonemically spelt words. As with traditional bingo, the students listen to the teacher read out the individual sounds or words, and cross off the relevant squares on their bingo card. When all the sounds are crossed off, the student shouts *Bingo!* The activity sensitises the students' ears to the sounds of English. Additionally, the winning student could be asked to practise the sounds by reading the bingo card back to the class.
- 5 (Suggested answers)
 - 3 The students identify words with the phoneme in a text.
 - 4 The teacher models the mouth movements involved in the pronunciation of the phoneme.
 - 5 The teacher highlights a single phoneme by contrasting it with a similar but different sound using minimal pairs.
- 6 (Suggested answers)
 - 4 Speaking can be improved as awareness grows of how sounds are articulated in the mouth, which, with practice, makes the learner able to speak more clearly.
 - 5 Teaching pronunciation builds awareness of different sounds and sound features, and can improve comprehension.
 - 6 (Suggested answers)
 - 1 The lack of alignment between spelling and pronunciation means that students can find phonemic descriptions very useful.
 - 2 The ability to read phonemic symbols means that students can find out the pronunciation of a word from a dictionary without hearing it.
 - 7 (Suggested answers)
 - 1 The phonemic script can seem overwhelmingly complex for some students, and may demotivate them.
 - 2 Using the phonemic script wastes time since students can learn the pronunciation of words by listening and repetition.
 - 8 (Suggested answers)
 - 1 Large classes, particularly those comprising students from many different language backgrounds, may present the challenge of having few common pronunciation challenges shared by all the students. This makes it difficult for a teacher to find relevant teaching material.
 - 2 Focusing on individual needs, by getting the students to identify and practise words which they personally find difficult, partly solves this problem. It can work as students are generally aware of their own pronunciation difficulties in a way they are not with grammar or lexis they need to improve.

